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ABSTRACT

The second year of the three-district, cooperative program was only partially successful. The City of Saginaw, Michigan, was the Local Educational Agency (LEA) for the program designed for grades K-8 with funding of about $60,000. The project had three broad objectives. Only the first, to provide a program of cultural enrichment using local Indian instructors, was attained. Fifty-two students and adults and five instructors participated in eleven sessions. The second objective was to use a team of two teachers and one parent per participating district to develop and conduct inservice activities on the revised curriculum package. The third objective involved the use of a home-school liaison specialist to increase parent participation and to help determine program improvements. Evaluators observed enrichment sessions, studied a "Cultural Awareness Enrichment Program: Evaluation Form" completed by most participants, and obtained other data from the home-school liaison specialist and teacher/parent teams. They found that objectives two and three were only partially attained due to lack of planning and supervision by project leaders and recommended that this be improved. They also repeated several recommendations from the evaluation of the 1976-1977 project. Appendices include proposal statement of objectives, the evaluation form, and the Teacher Inservice Packet. (SB)

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EVALUATION REPORT

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Saginaw Public Schools

Saginaw, Michigan

RC 010981

COOPERATIVE PROJECT IN AMERICAN
INDIAN DEVELOPMENT

PRODUCT EVALUATION REPORT

TITLE IV, PART A

1977-78

This report was prepared with valuable assistance
from Richard N. Claus

An Approved Report of the

DEPARTMENT OF PERSONNEL AND ADMINISTRATION

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School District of the City of Saginaw

August, 1978

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Background Information and Project Description

This was the second year of the Cooperative Project in Native American Development funded through the U. S. Office of Education-Indian Education, Title IV, Part A. The program was the cooperative efforts of three school districts--the City of Saginaw, Bridgeport, and Birch Run--of which the City of Saginaw was the Local Educational Agency (LEA) of record. The project year started on July 1, 1977, and extended to June 30, 1978. The project level of funding was $59,490 (Saginaw $25,230; Bridgeport $19,786; and Birch Run $14,474). An evaluation report concerning the 1977 Summer Indian Program (July 11-August 18) is available from the Department of Personnel and Administration of the School District of the City of Saginaw.

This report deals with the regular school year activities (August 18, 1977-June 30, 1978) of the cooperative project. This portion of the project had three major objectives. The first objective involved conducting "Indian Cultural Enrichment Sessions". These sessions involved Indian students in special activities such as bead work, Indian food preparation, making American Indian dress, leathercraft, basketry, Indian history, special interest activities, and dance. The proposed "Indian Cultural Enrichment Sessions" were designed to achieve the following objectives:

1. At least seven such "Indian Cultural Enrichment Sessions" would be conducted employing local American Indians to conduct such activities.

2. At least 80% of the Indian participants involved in these sessions would accomplish each of the following: construct an article of Indian clothing, learn an Indian dance, sample Native American food, construct a basket or bead work project, and view at least one film related to American Indians.

The second objective called for developing and conducting inservice activities on the revised Indian-related curriculum packages. To accomplish this objective, the following criteria were proposed:

1. A revised version of the original curricular packages, which was field-tested during the Summer of 1977, would be completed containing the following: grade level designation and appropriate subject area; list of and sources of materials for teacher and student use; student learning objectives, directions to teacher; suggested activities for utilizing materials (including discussion; related crafts activities, role-playing, films and tapes; community resources (including field trips, and guest speakers); student and teacher suggested unit evaluation activities (i.e., Were objectives attained? Was unit usable for students and teacher?); and cost for implementation per group of 30 students.

2. A teacher inservice package for use in all three participating districts would result. This package would include at least the following elements: press releases, notification to teachers, agendas, sign-in sheets, list of workshop activities, names of special presenters, and evaluation instrument related to the inservice presentation.

3. Three Indian education facilitators per district would be trained to conduct inservice activities related to the revised version of the curricular packages.

4. An actual workshop inservice would be conducted for interested teachers within the three districts.

Objective three concerned the activities of the newly instituted position of home-school liaison specialist. The home-school liaison's major responsibilities were to bring about an increase in parental participation and to find out how the program could better meet the needs of their children. Proposed accomplishments for the home-school liaison were the following:

1. Involve Indian parents through at least six different methods (e.g., workshops, home visits, assemblies, Indian Parent Committee meetings, potlucks, American Indian film presentations, and similar forms of parental involvement).

2. Visit at least 100 families during the project year.

3. Identify through parental contacts at least five students in need of tutoring services.

Evaluation Procedures

This evaluation report focuses on the three objectives discussed in the preceeding section (see Appendix A for the proposal version of these objectives).

Several methods were used to obtain data on the objectives:

Objective 1. To become familiar with the Wednesday night cultural enrichment sessions, evaluators observed two sessions. This objective was assessed by reviewing attendance logs, agendas, newspaper clippings, etc., kept by the project supervisor. In addition, participants and their instructors completed

a locally developed Cultural Awareness Enrichment Program Evaluation Form (see Appendix B) to assess the merits of the bi-weekly Wednesday night programs.

Objective 2. Monitor the development of the revised curriculum and its teacher inservice package, evaluators attended portions of three of the four scheduled all-day teacher work sessions during which two teachers and one parent per district, under the leadership of the program supervisor, carried out the curriculum development activities. This objective was assessed by reviewing curriculum materials supplied by the program supervisor.

Objective 3. All data relating to the attainment of objective 3 were supplied by the home-school liaison person. This data consisted of counts, logs, press releases, agendas, newspaper articles, and a narrative account of past major activities.

Presentation and Analysis of Data: Product

How much progress did the Cooperative Project in American Indian Development make this year in meeting its three primary objectives? The data presented in this section should provide an answer to the above question.

Following the presentation of this data, a summary of the results by objective will be offered.

Objective 1--Cultural Enrichment Experiences. The two primary performance indicators for this objective were:

1. At least seven such "Indian Cultural Enrichment Sessions" would be conducted employing local Indians to conduct such activities.

2. At least 80% of the Indian participants involved in these sessions would accomplish each of the following: construct an article of Indian clothing, learn an Indian dance, sample Native American food, construct a basket or bead work project, and view at least one film related to American Indians.

Both of these performance indicators were attained. Eleven Indian cultural enrichment experiences were held (on October 19 and November 16, 1978; and January 25, February 1 and 15, March 1 and 15, April 5 and 19, and May 3 and 17, 1978). Records seem to suggest that 21 different small group class sessions were held with the help of five local Indian instructors. Projects constructed during these sessions included feather fans, birch bark bitten patterns, leg dance bell bands, porcupine quill jewelry, and pouches. During the course of the classes, a total of 52 students and adults were involved, which is a considerable drop in participation from the total of 71 last year. The 52 participants only represented the school districts of Saginaw and Bridgeport. This is the second year that no individual from the Birch Run area participated. An analysis of records (attendance sheets, memos about the sessions, newspaper clippings, agendas, and expense records) indicated that more than seven cultural enrichment experiences were conducted by local American Indian instructors.

The second performance indicator for objective one was attained with 82.2% of the Indian participants involved with the

following activities: constructing an article of Indian clothing learning an Indian dance, sampling Native American food, constructing bead work projects, and viewing at least one film related to American Indians.

To determine how program participants felt about the eleven cultural enrichment experiences, the Cultural Awareness Enrichment Program: Evaluation Form (see Appendix B) was administered to program participants during the final cultural enrichment experience. A total of 35 individuals (19 students, 11 parents, and 5 instructors) responded to the seven questions. The following chart presents these results.

1. Rate the following aspects of the program listed below by circling the number (1 = POOR to 4 = EXCELLENT), that best describes each listed part of the program.

	Poor			Excellent
	1	2	3	4
Dance		2.6 x		
Quill Work			3.2 x	
Bead Work			3.3 x	
Leather Work				3.4 x

2. Was enough information given about each project to gain knowledge in the American Indian culture relating to it?

	Yes		No	
	#	%	#	%
Dance	25	73.5%	9	26.5%
Quill Work	26	78.8%	7	21.2%
Bead Work	29	85.3%	5	14.7%
Leather Work	29	85.3%	5	14.7%

3. Would you recommend each project to other American Indian groups in other regions and state?

	Yes		No	
	#	%	#	%
Dance	30	88.2%	4	11.8%
Quill Work	29	85.3%	5	14.7%
Bead Work	32	94.1%	2	5.9%
Leather Work	30	90.9%	3	9.1%

4. Would you like to have more history and information on the use of the items to be made?

Yes		No	
#	%	#	%
34	100%	0	0.0%

5. What are your feelings on possibly using one class period for a discussion and demonstration of each item to be made, and the next class session for actual construction of the item? Do you feel this is a good idea?

Yes		No	
#	%	#	%
28	82.4%	6	17.6%

6. Do you feel that classes would be more organized and would be easier to instruct if the classes were held in this manner?

Yes		No	
#	%	#	%
28	82.4%	6	17.6%

7. Do you have any other comments regarding this idea or other suggestions or changes? If so, what are they?

Students:

- More time for making things, and we should come every week.
- There is not enough action. Kids running around slamming doors, should have more movies on Indians.
- I think project should begin as soon as culture class starts. When it's time to eat, just take a break on your project.
- I think we should have a larger Title IV class.
- More class.

Parents:

- Sounds good to me. Classes went really well this year.
- They're all right.
- Due to space and size, all the people would have to make the same thing. Discussions of different time would interrupt other class.
- Yes, I think if we know how to make the things we won't have to keep bothering the instructors as much.
- I think the classes should start on time so there would be more time to finish so you could get on with another class.

Instructor:

- I feel good about the classes. I think most of the participants got a lot of enjoyment from their work. There wasn't enough time for dancing.
- Advanced notification of class sessions--prepared agendas.
- More equipment needed, such as scissors, punches, hammer, etc.
- Also keep on handing out the instruction sheets and background you have been giving out.
- We have just touched on some of the projects. I think a more selective project, not necessarily from a kit, but one that would be more interesting and useful.

Overall, the results of the survey seem positive. Question 1 revealed that most respondents rated dance as average while quill work, bead work, and leather work program activities were rated as between good to excellent. More than 20% of the

respondents to the dance and quill work activities and approximately 14% of the respondents to bead work and leather work activities (under question 2) felt more information relating to the American Indian culture should be provided for each of these projects. Almost all the respondents felt the project activities could be recommended to other American Indians in other regions and states (question 3): 94.1% bead work, 90.0% leather work, 88.2% dance, and 85.3% quill work. All respondents felt that they would like to have more history and information on the use of cultural enrichment projects (question 4). A large majority of the respondents (82.4%) felt that using one class for a discussion and demonstration of cultural enrichment project and then using the next class session for the actual construction of the project would tend to make the classes more organized and easier to instruct (questions 5 and 6). The general suggestions and ideas for improvement (question 7) revealed concerns about advanced preparation and planning (e.g., advanced agendas, adequate materials and equipment, providing instruction sheets, etc.).

The above results seem to indicate that most program participants view the cultural enrichment experiences positively, and are open enough to suggest ideas for modifications that program leadership should consider in planning for next year's cultural enrichment experiences.

Objective 2--Development of a Revised Curriculum and a Companion Teacher Inservice Presentation. There were four primary

performance indicators related to the further development of the curriculum and the conducting of a companion teacher inservice presentation. They were:

1. A revised version of the original curricular packages, which was field-tested during the Summer of 1977, would be completed containing the following: grade level designation and appropriate subject area; list of and sources of materials for teacher and student use; student learning objectives, directions to teacher; suggested activities for utilizing materials (including discussion; related crafts activities, role-playing, films and tapes; community resources (including field trips, and guest speakers); student and teacher suggested unit evaluation activities (i.e., Were objectives attained? Was unit usable for students and teacher?); and cost for implementation per group of 30 students.

2. A teacher inservice package for use in all three participating districts would result. This package would include at least the following elements: press releases, notification to teachers, agendas, sign-in sheets, list of workshop activities, names of special presenters, and evaluation instrument related to the inservice presentation.

3. Three Indian education facilitators per district would be trained to conduct inservice activities related to the revised version of the curricular packages.

4. An actual workshop inservice would be conducted for interested teachers within the three districts.

Only one of the four performance indicators for objective 2 was attained. This attainment was due to the efforts of the facilitator teams (two teachers and one parent from each district), which met formally for four all-day sessions (November 16, 1977; and February 15, March 15, and April 19, 1978). During this time they developed a teacher inservice packet (see Appendix C).

A review of the teacher inservice packet revealed that it contained all the elements specified in the proposal. These elements were:

--press releases
--notification to teachers
--agendas
--sign-in sheets
--list of workshop activities
--names of special presenters
--evaluation instrument related to the inservice presentation

Thus the conditions of performance indicator two were met.

The facilitator team failed to complete the revision of the curriculum (indicator 1), to conduct an actual workshop relating to the curriculum (indicator 4), or to be completely trained to conduct inservice activities on the revised curriculum (indicator 3). Process observations of the facilitator teams did reveal that much time was wasted because the project supervisor failed to develop a planned course of action. Overall, attainment of objective 2 was not reached.

Objective 3--Increased Parent Communication and Contacts. Objective 3 dealt with the actions taken by the home-school liaison specialist to bring about increased program communications through visits with Indian parents. This objective had three primary performance indicators relating to the job performance of the home-school liaison specialist. The performance indicators for the home-school liaison were the following:

1. Involve Indian parents through at least six different methods (e.g., workshops, home visits, assemblies, Indian Parent Committee meetings, potlucks, American Indian film presentations, and similar forms of parental involvement).

2. Visit at least 100 families during the project year.

3. Identify through parental contacts at least five students in need of tutoring services.

A review of the data supplied by the liaison specialist showed that only the first performance indicator was accomplished. The home-school liaison used at least seven different means for Indian parent involvement (i.e., home visits, central parent committee meetings, cultural enrichment classes, parent committee meetings, phone calls, workshops, and OE506 form survey). The liaison specialist fell 79 home visits short of the standard specified in (100 home visits) in indicator 2. The home-school liaison failed to identify any students in need of tutorial services (performance indicator 3). Thus objective three was at best only partially obtained.

Summary

The Cooperative Project in American Indian Development had three major objectives during its regular school year operation (August 18, 1977, to June 30, 1978). The three objectives dealt with cultural enrichment, curriculum revision and increased parent participation.

The evaluation found that the first objective was attained while little progress was made on objectives two and three. A

total of eleven Indian Cultural Enrichment Experiences were held with an average of approximately 82% of the 52 adults and children participating (objective 1). Questionnaire results from cultural enrichment participants revealed that over 85% of the participants would recommend their activities to other Indian groups. The facilitator teams completed the inservice package but failed to provide an inservice, revise the field-tested curriculum packages, or complete their training (objective 2). The home-school liaison specialist did provide a variety of means for parents to learn more about the Cooperative Indian Project but failed to make 100 home visits (with 21 visits completed) or to identify any students in need of tutoring help (objective 3).

Conclusions

Reflecting upon this year's accomplishments, it appears that the program made only minor progress when compared with the previous year. There was definite progress made in providing more meaningful Wednesday evening Cultural Enrichment Sessions.

However, it is also important to note that program leadership, while seeing a need to make parent contacts, failed to check on progress so that a greater number of intended home contacts could be accomplished. The most disappointing aspect of this year's effort was that little progress was made in revising the curriculum and providing an inservice for interested teachers. This is especially frustrating for two reasons. One, because the final 1976-77 Product Evaluation Report provided many

recommendations in this area. Also, because during last summer's field-testing experiences, the teaching staff offered many suggestions on how the program could be improved. If the project directors would have developed a plan outlining how to proceed, the team could have accomplished the task of curriculum revision and provided the groundwork for the teacher inservice session. A fair start has been made toward developing a useful curriculum for the summer Cultural Enrichment Sessions, and for the regular school year program as well. Professional and parental leadership need to take steps to plan for the efficient completion of this curriculum. The task is possible if a plan is developed and the recommendations given below are considered in the planning process.

Recommendations

Listed below are a series of recommendations based on this year's evaluation. The purpose of these recommendations is to improve the cultural enrichment experiences, the curriculum packages, and the role of the home-school liaison. The reader should note that while there is room for improvement a start has been made to develop a workable program.

1. A special attempt should be made to involve the Indian families from the Birch Run School District in the cultural enrichment program. This could be done in a number of ways (e.g., locate experiences closer to Birch Run and run the notice of the meetings in the Birch Run "Banner" newspaper and/or the Birch Run School District newsletter). NOTE: Same recommendation was made during 1976-1977 project year with no noticeable improvement.

2. The insights from the 1977-78 Cultural Awareness Enrichment Program: Evaluation Form should be used to improve the "Indian Cultural Enrichment Experiences" (e.g., provide more information about how dance relates to the Indian culture; generally provide more historical and factual information about Indian projects; restructure classes with one session for discussion and demonstration and the next session for actual construction of project; start classes on time; etc.).

3. The project supervisor should plan and structure the facilitator sessions in advance so that they are work sessions rather than unguided discussion sessions where little or no work toward major project objectives is achieved.

4. Program leadership and facilitator teams should review the particular comments made by the 1976-77 curriculum review panel and 1977 Summer School Evaluation Report for recommendations to improve the curriculum packages. NOTE: A similar recommendation was made during 1976-77 project year with no action taken.

5. Project leadership should supervise the home-school liaison specialist in order to suggest changes in the specialist's work activities so that important performance indicators (e.g., visiting Indian parents and identifying students in need of tutoring takes place) may be achieved.

APPENDICES

OBJECTIVE NUMBER 1 PROJECT TITLE Cooperative Project in Native American Development

TARGET POPULATION 190 Indian students of the School District of the City of Saginaw, 140 Indian students of the Bridgeport-Spaulding School District, and 109 Indian students of the Birch Run School District (all Indian students will be invited to participate).

OBJECTIVE	To conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment, and special physical education/recreational programs. All Indian students who wish to participate will be included in programs of their choice.
RESULTS/ BENEFITS 17	1) Indian students will participate in recreational-social activities with other Indian students; 2) 80% of Indian students participating will: -construct at least 1 article of Indian clothing -learn at least 1 Indian dance -sample at least 1 Native American food -construct at least one basket or beadwork item -view at least one Native-American related film
PLANNED ACTIVITIES	During the project year, seven Wednesday sessions will be designated "Indian Cultural Enrichment Sessions." On those occasions, Indian students will participate in special activities such as beading, team games, independent special-interest activities, nature study, making Native American dress, Indian history, basketry, leathercraft, and dance. At least five Indian-related presentations will be made to Indian students and their parents, including demonstrations of such activities as dancing, beading, Indian food preparation, etc. Local Native Americans will be hired to conduct these activities during the year. Three field trips for Indian students and their parents will be conducted; local Indian-related sites of historical or cultural significance will be visited.
EVALUATION 21	1) Evaluation will entail documenting that 80% of participating Indian students received benefits specified under "Results/Benefits" above; 2) A log will be maintained which will document above description of activities and will be submitted to the evaluator by the Wednesday following each Wednesday cultural enrichment session. 22

APPENDIX A

OBJECTIVE NUMBER 2 PROJECT TITLE Cooperative Project in Native American Development

TARGET POPULATION 190 Indian students of the School District of the City of Saginaw, 140 Indian students of the Bridgeport-Spaulding School District, and 109 Indian students of the Birch Run School District.

OBJECTIVE	To field test 3 Indian-Related Curricular Packages in a cooperative venture with Birch Run and Bridgeport-Spaulding School Districts designed to meet the special needs of Indian students for increased cultural knowledge and enrichment.
RESULTS/ BENEFITS	1) Three Indian Education Facilitators per district will be trained to conduct inservice activities to train total staff in Indian Education needs, goals, activities, techniques, etc. Interested teachers within the three districts will be invited to participate in at least one workshop; 2) A teacher inservice package for use in all three participating districts will result, which will include: -press releases -notification to teachers -agenda(s) -sign-in sheets -evaluation of inservice sessions -list of workshop activities -names of special presenters
PLANNED ACTIVITIES	Project Supervisor and staff, with consultant help from the State Office of Indian Education, will: 1) Continue to locate and evaluate relevant material related to the Native American; 2) Continue to catalog and index materials to correlate with subject area objectives at various grade levels using Language Arts as a vehicle for study in the Social Studies content area; 3) During the summer program, field test portions of the Indian-Related Curricular Packages (one for K-3, one for grades 4-6, and one for grades 7 and 8). Each package will contain: grade level designation and appropriate subject area, list of and sources of materials for teacher and student use, student learning objectives, directions to teacher, suggested activities for utilizing materials (including discussion, related crafts activities, role-playing films and tapes , community resources (including field trips, and guest speakers), student and teacher suggested unit evaluation activities (i.e., were objectives attained? Was unit usable for students and teacher?), and cost for implementation per group of 30 students.
EVALUATION	1) Content analysis of the additions and modifications to curricular packages will evidence that they continued to be refined (to include revision of objectives and additional backup materials) and do contain the elements specified under "Planned Activities" above;

APPENDIX A

OBJECTIVE NUMBER 2 PROJECT TITLE Cooperative Project in Native American Development

EVALUATION (continued)	2) Reactions to materials used will be obtained from Indian children, their parents, and teachers through use of a questionnaire (random sampling) and reaction letters to the Project Director from students participating; 3) Agendas, press releases, and sign-up attendance sheets will be maintained and submitted to the evaluator by March of 1978; 4) A content analysis of the inservice package will evidence that the elements named in "Results/Benefits" on preceding page are included in the package.

OBJECTIVE NUMBER 3 PROJECT TITLE Cooperative Project in Native American Development

TARGET POPULATION Parents of 190 Indian students of the School District of the City of Saginaw, 140 Indian students of the Bridgeport-Spaulding School District, and 109 Indian students of the Birch Run School District.

OBJECTIVE	To increase the involvement of Indian parents in special Title IV programs (such as cultural awareness programs, workshops, field trips, etc.) and to assure greater attendance at Indian Parent Committee meetings within the three respective school districts by exploring a variety of ways to accomplish this goal. No Indian parents who wish to participate will be excluded.
RESULTS/ BENEFITS	An improved program will result from increased parental participation and input. Needs will continue to be assessed in a systematic manner. A trained Home-School Liaison will also result. Finally, tutoring will be provided to academically needy students in the areas of reading and mathematics.
PLANNED ACTIVITIES	1) Among activities held will be: Potlucks (Native American foods), presentation and dissemination of Native American materials, Native American films, Native American guest speakers, workshops (beading, basketry), and mini pow-wows held in conjunction with IPC meetings. Babysitting services will be provided. 2) A Home-School Liaison will be employed to visit parents at home, continue to gather information for OE Form 506, solicit parental support and participation in Indian programs; identify families in need of special support services or tutoring in reading and math for their children, and other activities as needed. 3) K-6 Indian students will receive tutoring from grades 9-12 Indian students. All Indian students recommended for tutoring by the IPC's in the respective districts will receive tutoring until the tutoring account has been expended. Tutoring services will begin by November 1 based on referrals up to that time. Pilot tutoring sessions—at least 5 in number—will be held.
EVALUATION	Meeting and workshop agendas; press releases; lists of workshop, assembly, IPC meeting participants; and other similar documentation will be maintained by the project director in an accountability file for submission to the evaluator, whose report will evidence that at least 6 different methods of involving Indian parents were attempted. The Home-School Liaison Specialist will maintain a record of all parent contacts and the nature of each contact (i.e., home visit to determine economic neediness of family, conference with parent and teacher at school to modify student's program, etc.). He/she will visit at least 100 families during the project year. This record will be submitted to the evaluator in November and April of the project year. The evaluator's report will discuss whether the criteria were met.

APPENDIX B

STUDENT = GREEN
PARENT = YELLOW

EVALUATION FORM

SAGINAW INTERMEDIATE SCHOOL DISTRICT

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

CULTURAL AWARENESS ENRICHMENT PROGRAM

1. RATE THE FOLLOWING ASPECTS OF THE PROGRAM LISTED BELOW BY CIRCLING THE NUMBER (1 = POOR TO 4 = EXCELLENT), THAT BEST DESCRIBES EACH LISTED PART OF THE PROGRAM.

	POOR			EXCELLENT
DANCE	1	2	3	4
QUILL WORK	1	2	3	4
BEADWORK	1	2	3	4
LEATHER WORK	1	2	3	4

2. WAS ENOUGH INFORMATION GIVEN ABOUT EACH PROJECT TO GAIN KNOWLEDGE IN THE AMERICAN INDIAN CULTURE RELATING TO IT?

	CIRCLE ONE ANSWER FOR EACH AREA	
DANCE	YES	NO
QUILL WORK	YES	NO
BEADWORK	YES	NO
LEATHER WORK	YES	NO

3. WOULD YOU RECOMMEND EACH PROJECT TO OTHER AMERICAN INDIAN GROUPS IN OTHER REGIONS AND STATE?

	CIRCLE ONE ANSWER FOR EACH AREA	
DANCE	YES	NO
QUILL WORK	YES	NO
BEADWORK	YES	NO
LEATHER WORK	YES	NO

4. WOULD YOU LIKE TO HAVE MORE HISTORY AND INFORMATION ON THE USE OF THE ITEMS TO BE MADE.

YES NO

5. WHAT ARE YOUR FEELINGS ON POSSIBLY USING ONE CLASS PERIOD FOR A DISCUSSION AND DEMONSTRATION OF EACH ITEM TO BE MADE, AND THE NEXT CLASS SESSION FOR ACTUAL CONSTRUCTION OF THE ITEM. DO YOU FEEL THIS IS A GOOD IDEA?

YES NO

6. DO YOU FEEL THAT CLASSES WOULD BE MORE ORGANIZED AND WOULD BE EASIER TO INSTRUCT IF THE CLASSES WERE HELD IN THIS MANNER?

YES NO

7. DO YOU HAVE ANY OTHER COMMENTS REGARDING THIS IDEA OR OTHER SUGGESTIONS OR CHANGES? IF SO, WHAT ARE THEY?

APPENDIX C

MICHIGAN WOODLAND INDIAN
SOCIAL STUDIES-LANGUAGE ARTS CURRICULUM

TEACHER INSERVICE PACKET

AMERICAN INDIAN PROGRAMS
SAGINAW INTERMEDIATE SCHOOL DISTRICT

TITLE IV

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

APPENDIX C

Saginaw Intermediate School District

6235 Gratiot Rd.
Saginaw, MI 48603

AMERICAN INDIAN PROGRAMS
Larry R. Fisher
Director
(517) 799-4733

TO: All Interested
Bridgeport
grades K-

An Inservice will
9:00 a.m. until
and goals of Indi
teachers
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Project
interested
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*** Th
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Bridg

APPENDIX C

Saginaw Intermediate School District

NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director
Vicki Gempel
Secretary

PRESS RELEASE

Indian teachers trained by the Cooperative Project in American Indian Development, a Title IV program from the Saginaw Intermediate School District, will present an Inservice to orient interested K-8 teachers from the Saginaw City, Bridgeport, and Birch Run school districts to the Michigan Woodland Indian Social Studies - Language Arts Curriculum. The workshop will be held on _____ at _____ from 9 a.m. until 3 p.m. The Michigan Woodland Indian curriculum is a product of the Title IV Cooperative Project, dealing with grades K-8. The Inservice is being conducted to make teachers more aware of Indian education needs, goals, activities, and techniques. Activities for the workshop have been selected from the Michigan Woodland Indian curriculum developed by an Indian teacher Facilitation Team.

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

APPENDIX C

"MICHIGAN WOODLAND INDIAN SOCIAL STUDIES - LANGUAGE ARTS CURRICULUM"

Teacher Inservice Packet

The teachers participating on the Facilitation Team chose those areas of the curriculum that would be educational, interesting, and enjoyable to other teachers to use as an introduction to the Michigan Woodland Indian curriculum. The selections were made at random from the curriculum with the time element of an inservice taken into consideration.

The time allotted for a workshop is very short and would be used more efficiently if our participants were actually involved in each activity. The total participants will be divided into groups and will share the different activities. Also, the Team felt that due to the lack of funding for the workshop, these activities would be cost efficient.

The Inservice will include an introduction to the curriculum by a Team presentation. One individual will speak on each packet section. The participants are then divided into working groups for the activities. Handouts will be distributed describing the Title IV, Part A program and the curriculum activities.

There will be a sign-up sheet for distribution of the curriculum on a later date.

APPENDIX C

*** A G E N D A ***

"MICHIGAN WOODLAND INDIAN SOCIAL STUDIES - LANGUAGE ARTS CURRICULUM"

TITLE IV

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

INSERVICE SCHEDULE

9:00 - 9:30

REGISTRATION OF PARTICIPANTS

9:30 - 10:00

INTRODUCTION TO CURRICULUM

10:00 - 11:00

LOOM BEADING
(ANDREA URSUY)

11:00 - 12:30

FOOD
(STAFF)

12:30 - 1:30

BITTEN PATTERNS
(ETHEL FOLEY)

1:30 - 2:30

LANGUAGE
(JERI TRACY)

2:30 - 3:00

DISPLAYS

APPENDIX C

DATE:

Teacher Inservice Workshop

"MICHIGAN WOODLAND INDIAN SOCIAL STUDIES - LANGUAGE ARTS CURRICULUM"

Title IV

Cooperative Project in American Indian Development

WORKSHOP ATTENDANCE LIST

Name	Address	District	Grade Level

APPENDIX C

SAGINAW INTERMEDIATE SCHOOL DISTRICT

TITLE IV COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

CURRICULUM OUTLINE FOR GENERAL INSERVICE

GENERAL INSERVICE

I. Registration of Participants

   A. Sign-in sheets

II. List of Workshop Activities

   A. Loom beading
   B. Food
   C. Bitten pattern
   D. Language

III. Displays

APPENDIX C

A. LOOM BEADING

I. Materials Needed

A. Needles
B. Thread
C. Beads
D. Looms

II. Hand-out (history, directions)

III. Demonstration using oversize loom and large wooden beads

IV. Examples of loom beaded crafts

BEAD WEAVING

Bead weaving on a simple loom is an art that has been practiced by the Ojibwa for many years. In the early weaving, the work was done with threads of sinew string on a weaving bow fashioned from the branch of a shrub. A double piece of birch bark in which holes had been made, was used to separate the threads of sinew. The simple birch bark heddle has continued in use among the older women, being easy to make and to carry with them. Elaborate heddles were at one time introduced by the Jesuits but there is no evidence that they were ever in general use. The Sauk, Fox, Potawatomi, Menomini, Micmac and Winnebago also made some use of heddles. Old heddles, elaborately decorated, are shown in the museums.

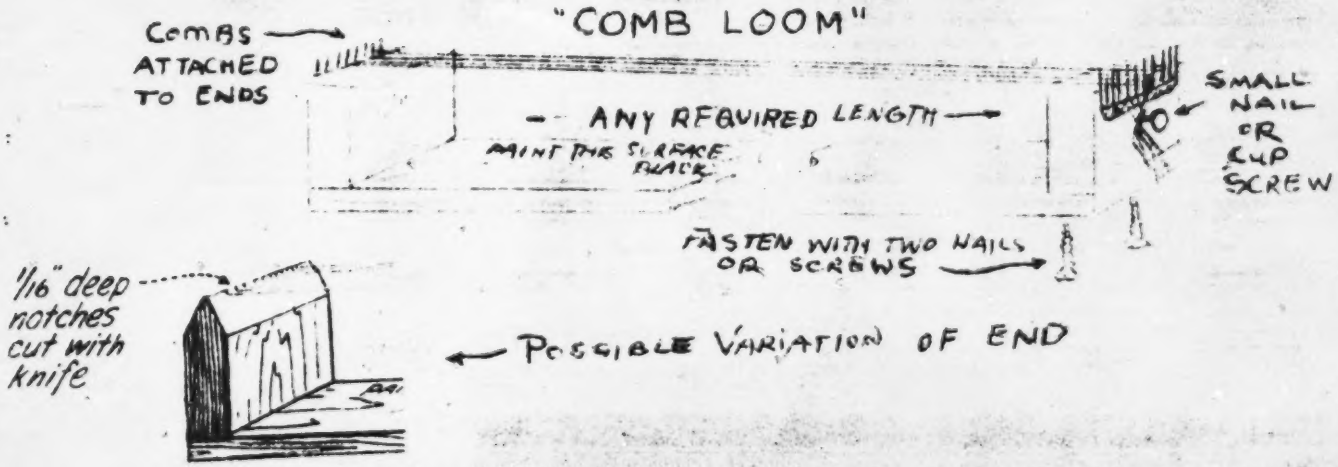
Early bead frames were made of ash, tied with sinew at the corners, and were usually square. Modern bead looms are small wooden frames usually oblong.

To do the weaving the loom is strung by winding linen thread tightly around it from one end to the other, to serve as the warp. The threads must be evenly spaced and the warp kept tout. One more warp thread is used than the number of beads required across the design.

Linen or silk thread is used for the weft. A very fine, long bead needle is used to carry the weft thread. After the needle has been threaded, one end of the weft is tied to the left end of the warp threads. Enough beads are strung on the threaded needle to reach across the width of the design (one less than the number of warp threads).

APPENDIX C

The string of beads is passed under the warp threads from the left and a bead is pushed up between each two warp threads. The beads are held in place with the left hand while the needle is inserted from the right and again passed through the beads, this time so that it will carry the weft thread over the warp threads. Each succeeding row of beads is added in the same way. When the woven piece is finished, it is taken from the loom and the warp threads are tied together to prevent the band from unravelling.


"COMB LOOM"
COMBS ATTACHED TO ENDS
ANY REQUIRED LENGTH
PAINT THIS SURFACE BLACK
SMALL NAIL OR CUP SCREW
FASTEN WITH TWO NAILS OR SCREWS
1/16" deep notches cut with knife
POSSIBLE VARIATION OF END

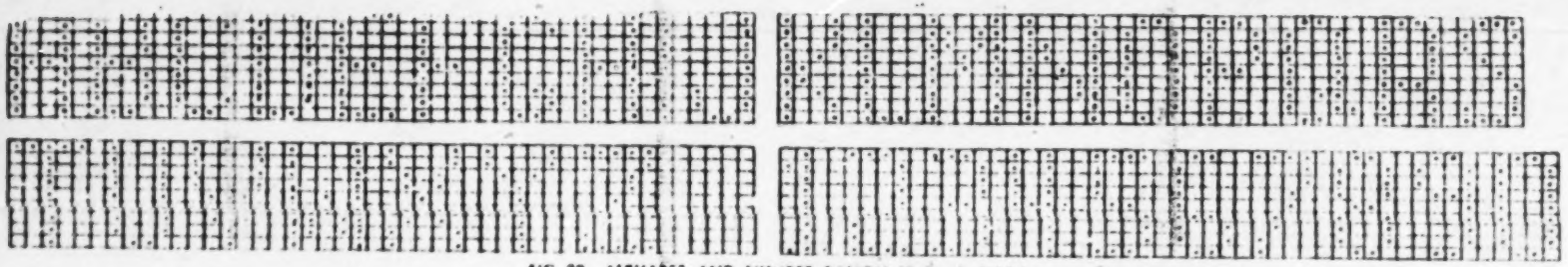


FIG. 22 ALPHABET AND NUMBER DESIGN (9 Beads Wide)

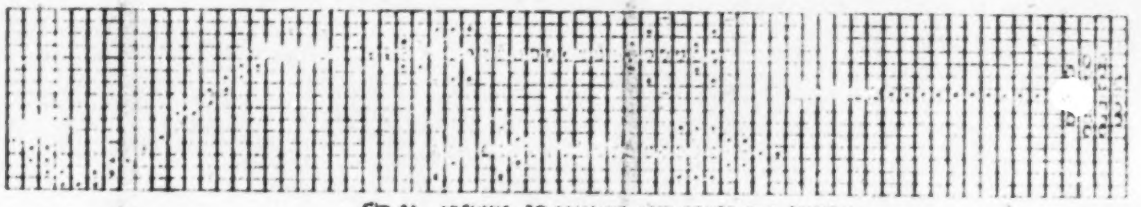
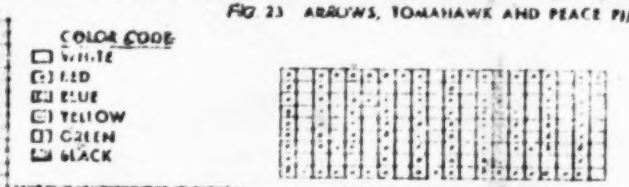


FIG. 23 ARROWS, TOMAHAWK AND PEACE PIPE DESIGN



COLOR CODE
- WHITE
- RED
- BLUE
- YELLOW
- GREEN
- BLACK

FIG. 24 CHAIN DESIGN

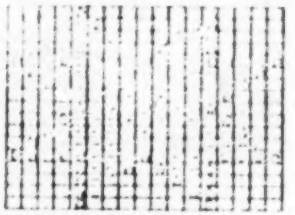
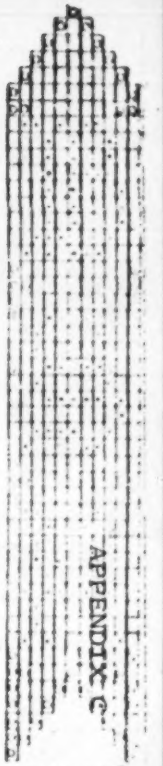
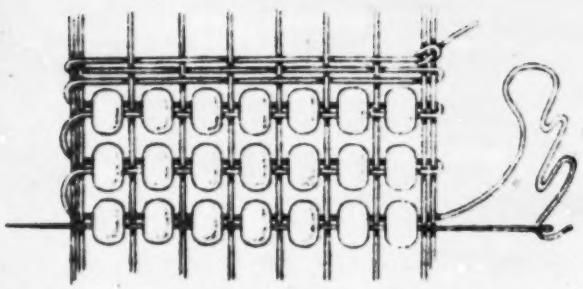


FIG. 25 SUNBURST DESIGN



APPENDIX C

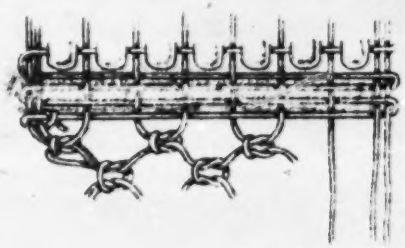
FIG. 26
BSA DESIGN
Hanging Fob Style



Loom beading is done in the following manner. The loom is strung in width according to the number of beads desired. Then, for strength, it is good to wax the threads. Warp threads should be rather strong, for which a good nylon or buttonhole thread can be used. The weft or weaving thread should be as strong or rather as thick as can be threaded through the beads. The eye of a beading needle is of necessity very small so that also must be taken into consideration when selecting the thread. In other words, a thread that can be pushed through the eye of a regular beading needle will be the thread to use. It also should be remembered that the thread is doubled after it has gone through the eye of the needle, and that each thread goes through a bead twice: also that the hole in the bead is not too large. Therefore, if difficulty is encountered in getting a threaded needle through a bead the first time, it will be rather more difficult to get it through a second time, and the bead usually breaks in half. As a result, all beads must be removed to replace the broken one.

Now, with the needle threaded, weave with the weft thread, as shown in Figure 4, for about ¼ inch before the actual beading. After the first row of beads has been woven in place, pull the woven threads so they are rather tight, and knot over the edge warp threads on one side.

Please note that the beads are strung on the thread coming from the left side and under the warp for a right-handed person. Pick up the number of beads, of the desired color, on the needle, and try to get them uniform in size and shape. Slide the beads up on the thread to the left side and, while holding them taut with the right hand, push them up in place between the warp threads, with the first finger of the left hand. Hold them in that manner while the needle is passed through from the



right side and over the warp threads, as shown in Figure 4. Now you have one thread under and one thread over each warp thread, which keeps each bead in place. The weft thread also goes around each of the outer pair of warp threads. When the beading has been completed, weave across several times like you did at the beginning, and knot the thread (Fig. 5). Do not cut the end off short, but pass it back through several warp threads, knot it, and then cut it off. It is best to tie all knots inside the beading rather than over the outer warp threads, and keep all knots on the upper surface. Then, when finished, turn the work over so that the top becomes the bottom and consequently all the knots are hidden underneath.

After the work has been taken off the frame, the warp ends should be knotted together in twos and then in twos again, as shown in Figure 5. When sewing the strip onto the base, these ends are folded under before sewing down.

APPENDIX C

B. FOOD

I. Materials Needed

A. flour, water, crisco
   1. pre-measured packages for teacher preparation

B. electric frying pan (DO NOT use deep fryer)

C. butter, honey or jelly

II. Recipe hand-out for corn soup, fry bread

III. Bibliography of Indian cookbooks, Indian contributions

IV. Presentation of preparation of Indian fry bread

Bibliography of Cook Books

1. Healthy That's Me
2. American Indian Cooking and Herb Lore
3. Winter Rabbit Hunts
4. Real Wild Rice
5. Cheer Up Old Man
6. Shemay - The Bird in the Sugarbush
7. Michigan Wildlife Sketches

APPENDIX C

CORN SOUP

1 lb. beef (stew meat)
1 can whole kernel corn
1 can hominy - white, yellow or both
salt and pepper seasonings to taste

Brown beef in skillet, drain off fat, and combine with corn and hominy. While the beef is browning, combine corn and hominy in pan on low heat. Season to taste. Cook on low heat slowly for 3 hours. *Bullion may be added for flavor. Potatoes may be added also.

FRY BREAD

6 cups flour
½ teaspoons salt
4 teaspoons baking powder
2½ cups dry milk

Mix together flour, salt, and baking powder. Separate in middle then add your milk. Stir until ingredients are mixed thoroughly into a ball. NOTE: dry milk must be mixed with water. Dust with flour, make patties with a hole in the center and then fry it in 2 tablespoons of shortening. When brown, turn over. Makes 1½ dozen.

*A simplified version of fry bread is self-rising flour and water, mixed to drop batter consistency, and fried in shortening.

APPENDIX C

AMERICAN INDIAN FOOD CONTRIBUTIONS

Corn
Popcorn
Wild Rice
Squash
Pumpkins
Peanuts
Cranberries
Chewing Gum
Chocolate (cacao)
Tapioca (manioc)

Beans (14 varieties)
Maple Syrup & Sugar
Potatoes (white and sweet)
Tomatoes
Pineapples
Avocado
Turkeys
Clam Bakes
Pemmican
Jerky

SAMPLE TEST ITEMS

Put an X beside the main foods of the Chippewa, Ottawa, and Potawatomi Indians from the following list.

X	potatoes	X	berries	____	carrots
X	venison	____	oranges	X	wildrice
____	buffalo	X	elk	X	muskrat
X	squash	X	bear	____	beef
____	raccoon	X	fish	X	pumpkin
X	corn	____	pheasant	X	rabbit
X	sassafras tea	X	turtle	____	coffee
X	maple syrup	____	celery	____	hot dogs
X	bread	____	cocoa	____	beans
____	peas	X	leeks	____	tomatoes

APPENDIX C

C. BIRCH BARK TRANSPARENCIES OR BITTEN PATTERNS

I. Materials Needed

A. 6" x 6" pieces white or colored paper
B. 6" x 6" pieces of pencil carbon
C. Scissors
D. Glue

II. Assembly Procedure

A. Hand-outs on history, directions
B. Demonstration of constructions

III. Examples of Patterns

A. Examples of ideas for use and display

Birch Bark Transparencies or Bitten Patterns

The material available to the Chippewa for artistic expression were of a perishable nature and consisted chiefly of birch bark, reeds, and hides. One must search for Chippewa art in the minds of those

Birch bark transparencies or bitten patterns were formed by folding and refolding thin sheets of birch bark and biting them in such a way that they showed symmetrical patterns when unfolded and held to the light.

In the bitten patterns we are making, we have substituted paper for birch bark and place carbon paper between the folds for a darker [illegible]. The [illegible] for folding are illustrated on the next page.

APPENDIX C

Suggested Folding Methods

Fold 6" x 6" paper in half, then in half again. The next and last two folds are in half, but made diagonally. Folded, it should look like Figure A, unfolded, Figure B.

Paper may be folded in other geometric shapes for variety.

Further information can be found in the Teacher's Manual.

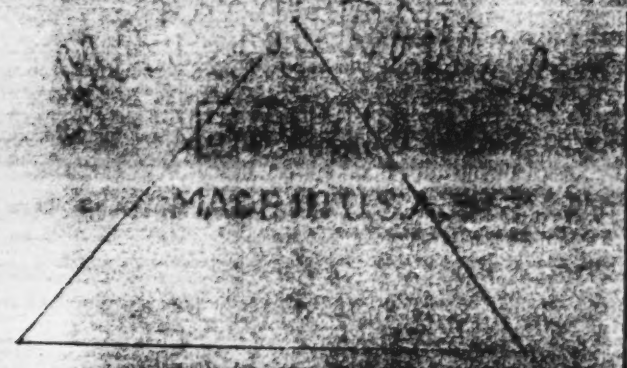


FIGURE A

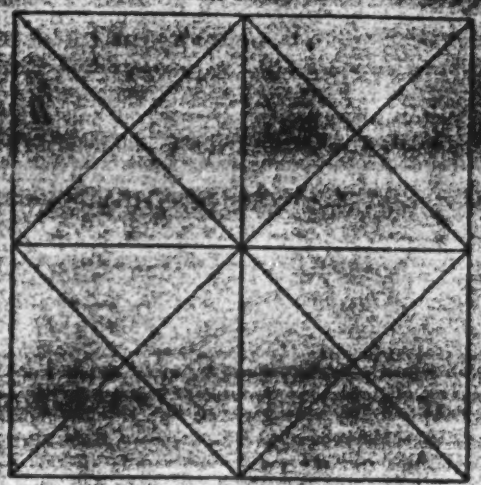
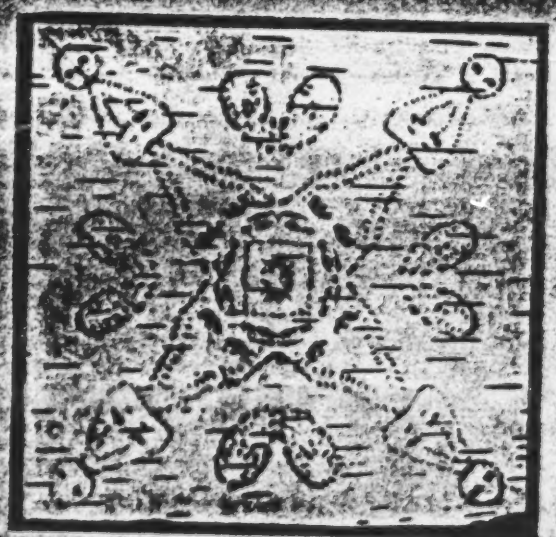


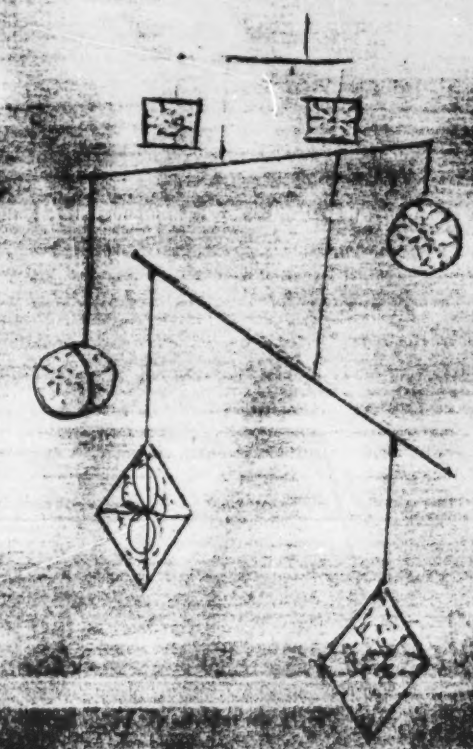
FIGURE B



APPENDIX C

ADDITIONAL BITTEN PATTERN ACTIVITIES

1. Create a mobile out of bitten patterns which are glued to tag board or poster board.



Additional Materials Needed:

1. dowels, twigs, or coat hangers
2. 3 lengths of string or thread
3. pliers
4. tag board or poster board

Instructions

A. Glue patterns to various geometric shapes of tag board or poster board

B. Tie shapes to dowels with string or thread.

C. Connect dowels together with string or thread, balancing them off center. Shapes may have to be rearranged for balancing.

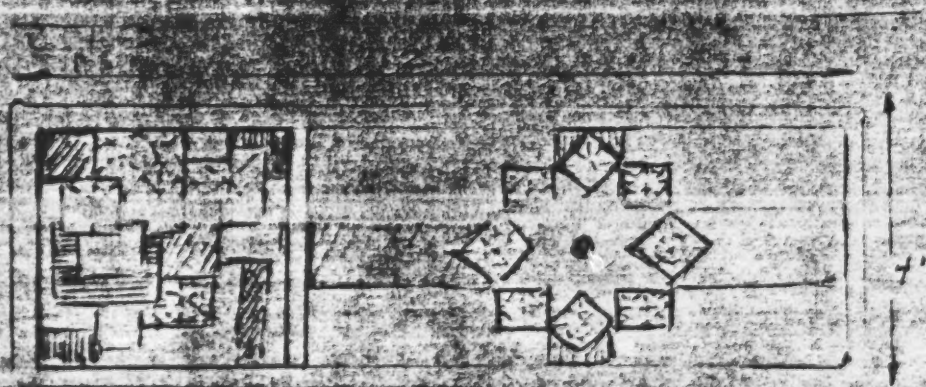
2. Create Bitten Pattern Wall Murals

Additional Materials Needed:

1. Large sheet of [illegible] paper

Instructions

A. Students, in groups, can glue the finished patterns to surface of the board to create a collage or design.



3. Greeting Cards of Bittern Patterns

Additional Materials Needed:

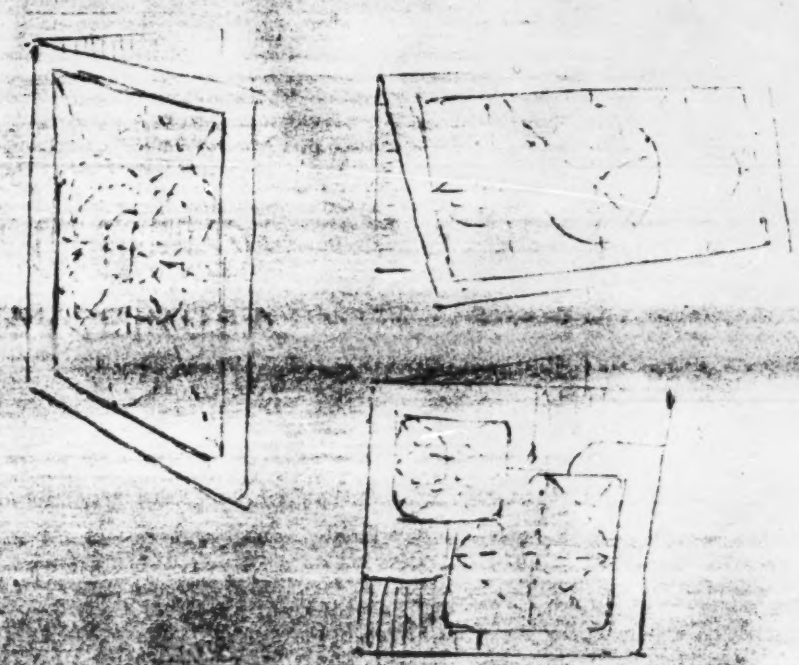
1. construction paper

Instructions

A. Cut or fold construction paper to desired card size.

B. Glue bitten pattern to the front. Pattern may be cut into different shapes prior to glueing.

C. A message or greeting may be written inside.



D. LANGUAGE

I. Materials Needed

A. Language tapes
B. Number flashcards

II. Hand-outs

A. Examples of
1. food
2. clothing
3. parts of body
4. numbers

B. Counting (1 - 5)

C. Language tapes (1 - 5)

Listen to the language tapes as a large group. Pronounce all the numbers as a group and individually. Check the pronunciation carefully against the tapes. Divide into groups of two, working with the flashcards.

APPENDIX C

LANGUAGE

Clothing

1.	breech cloth - aanziyaan	(án-zē-yán)
2.	moccasins - makizin	(mák-ĭ-zin)
3.	leggings - midaasan	(mĭd-á-sán)
4.	shirt - babagiwayaan	(bá-bá-gwē-wā-yan)

Numbers 1-5

1.	bay zhig	(bā-zhĭg)
2.	neezh	(nēsh)
3.	ni' swi	(nē-swāy)
4.	neewin	(nē-wĭn)
5.	nah nun	(nā-nun)

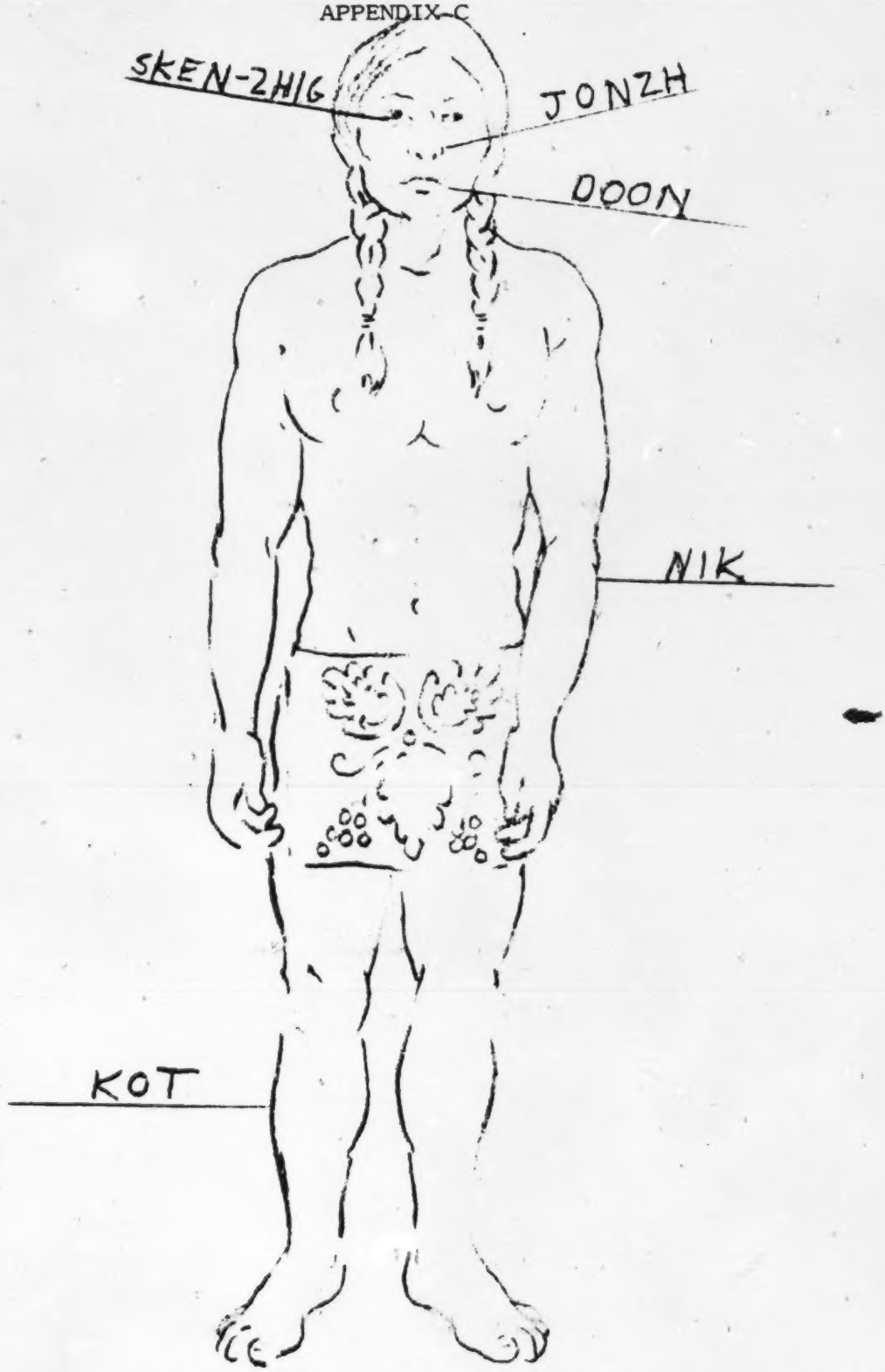
Food and Animals

1.	deer-wah wah skeshi	(wá-wá-skā-shē)
2.	corn - mondamin	(mó-dá-mĭn)
3.	bear - ma kwa	(mŭh-kwŭh)
4.	wild rice - manoomin	(măn-ō-mĭn)
5.	rabbit - wahbooz	(wá-bōōs)
6.	squash - o go soh mahn	(ō-gō-sō-mán)
7.	fish - gee goo	(gēē-gōō)
8.	potato - opienig	(ō-pēn-ōg)
9.	pumpkin - ogwisimaan	(ō-gwĭ--sĭ-mán)
10.	bread - ba kwe shi gan	(bú-kwā-zhē-gŭn)

Parts of Body

1.	nose - jonzh	(jŏnzh)
2.	eye - skenzhig	(skĕn-zhĭg)
3.	arm - nik	(nĭk)
4.	leg - kot	(kŏt)
5.	mouth - doon	(dŏōn)

APPENDIX C



APPENDIX C

EVALUATION

AMERICAN INDIAN DEVELOPMENT INFORMATIONAL WORKSHOP

We would appreciate your comments concerning this workshop. Please feel free to express your feelings.

Workshop Site: _____

Date: _____ Position: _____

INSTRUCTIONS

Please check ( ) one number following each statement which best describes your feelings concerning the workshop. Space has been provided near the end of this survey for your personal comments.

	Highly satisfactory				Unsatisfactory
	5	4	3	2	1
1. The objectives of this workshop were clearly explained.	( )	( )	( )	( )	( )
2. The relevancy of the workshop topics were:	( )	( )	( )	( )	( )
3. The objectives of this workshop have been accomplished.	( )	( )	( )	( )	( )
4. The overall design and organization of this workshop was:	( )	( )	( )	( )	( )

	5	4	3	2	1
5. The methods of presenting materials were:	( )	( )	( )	( )	( )
6. The communication skills utilized in this workshop were effective in developing my interest and understanding.	( )	( )	( )	( )	( )
7. The workshop leader encouraged open and sincere dialogue among all members of the group.	( )	( )	( )	( )	( )
8. The workshop has made me more perceptive to the needs of human relations in education for minority students.	( )	( )	( )	( )	( )
9. The workshop has a direct application to my job responsibilities as an educator:	( )	( )	( )	( )	( )

10. Comments:

a. What features of this workshop were most helpful to you?

_____

_____

_____

_____

b. How could this workshop have been more beneficial to you?

_____

_____

_____

_____

_____

c. Other Comments: _____

_____

_____

_____

APPENDIX C

Saginaw Intermediate School District

NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director
Vicki Gempel
Secretary

PRESS RELEASE

A workshop to Inservice teachers on the Michigan Woodland Indian Social Studies - Language Arts Curriculum was held at the _____ _____ on _____. The participating K-8 teachers from the Saginaw City (Bridgeport or Birch Run) school district had their first exposure to Indian teachers and resource people. The activities, selected from the Michigan Woodland Indian curriculum, ranged from beadwork to cooking an Indian meal.

The curriculum is in rough draft stage at this time, and is expected to be distributed some time next year.

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733